

# Indiana's Response to Intervention Academy



Planning for Change!  
Wainwright Middle School  
Neal McCutcheon, Principal  
Student Success Committee

1/27/09

Supported by a grant through the Indiana Department of Education and offered through the Collaborative Problem Solving Project at the Blumberg Center at Indiana State University

# Wainwright MS Demographics . . .

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- ▣ Southeast Corner of Tippecanoe County
- ▣ 1 of 6 Middle Schools in Tippecanoe School Corporation
- ▣ Grades 6-8
- ▣ 385 Students
- ▣ 25 Full-Time Teachers, 1 Counselor, 1 Administrator
- ▣ 32% Free/Reduced Lunch
- ▣ 88% White, 7% Hispanic, 5% Other
- ▣ 73.9% passed ISTEP overall
- ▣ Approximately 13% Special Education
- ▣ Home of Purdue University

# Overview . . .

- ❑ Fear of getting started
- ❑ How to start process
- ❑ Develop buy-in/comfort level
- ❑ Resources

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# Our Story . . .

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# Indiana's Vision of RtI...

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## □ RtI is a framework

- Prevention, Advancement, & Early Intervention
- Process to determine whether ALL students are learning & progressing optimally academically & behaviorally when provided with high quality instruction
- Allows schools to integrate, collaborate and cooperate across various educational initiatives
- Systemic Change
  - Leadership
  - Evidence-based core curriculum, instruction & interventions/extensions
  - Assessment and progress monitoring system
  - Data-based decision making
  - Cultural responsiveness
  - Family, community & school partnerships

# Integrated System for Academic and Behavioral Supports

## Tier 3:

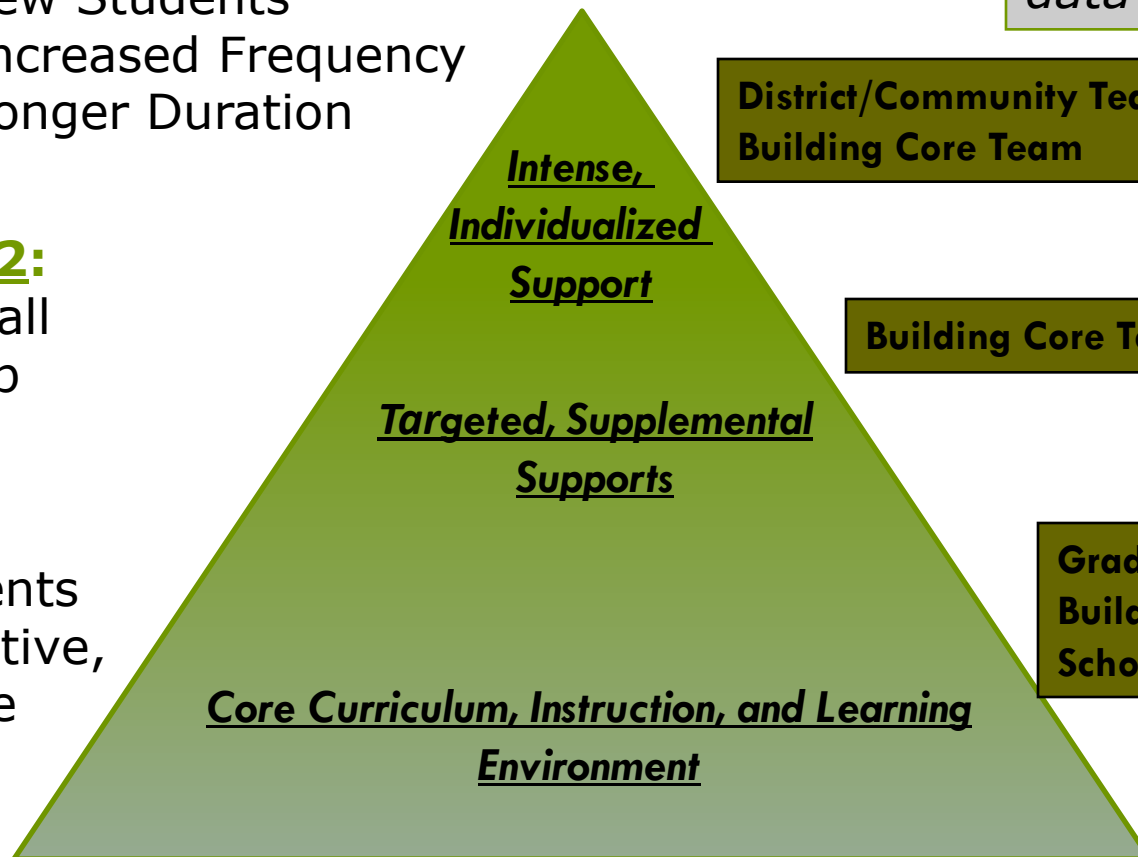
- Few Students
- Increased Frequency
- Longer Duration

## Tier 2:

- Small Group

## Tier 1:

- All Students
- Preventative, Proactive



# Our Plan . . . (after attending several RTI training sessions)

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- ❑ Formed Student Success Committee
  - Principal, Teacher from each grade level, Special Education Teacher, School Psychologist, School Counselor, Interventionist, other GLASS staff
- ❑ Attended Problem Solving Training, hosted by Special Education Cooperative (GLASS-Greater Lafayette Area Special Services)
- ❑ Immediately after Problem Solving Training, Created plan of action with timelines, successes, and obstacles
- ❑ Created partnerships with School Psychologist, GLASS Staff, and other outside sources

# WMS Action Plan . . .

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- 11/13 Student Success Committee trained on Problem Solving Process used throughout the district
- By 11/26 Meet with counselor and interventionist  
  
Secure 3 dates with school psychologist for training staff prior to 2/24
  - Date#1: Article 7/Laws
  - Date#2: Interventions for Tier 1
  - Date#3: Differentiated Instruction
- By 2/24 PL221 Day: Bring in GLASS specialist for a school-wide Problem Solving Meeting  
Based on School Improvement Data:
  - 1 – Homework (Home/School Connection)
  - 2 – Reading Comprehension(Possible Fishbowl example here or at end of year)
- By 3/23 Two more training visits from school psychologist on Data Collection
- April/May Review school-wide data (Sch. Improvement Plan)  
Academic Data: Acuity Behavioral Data: Office Discipline Referrals

# Action Plan continued . . .

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- ❑ Utilize existing middle school team time structure for grade level collaboration meetings weekly
  - Analyze data
  - Implement & adjust Tier 1 interventions
  - Develop intervention plans for students in need of Tier 2 interventions
- ❑ Explore utilizing already existing personnel and schedule structure to assist with Tier 2 & 3 intervention time
- ❑ Brainstorm scientific, research-based interventions with entire staff
  - Grade level team time
  - Department meetings
  - Once suggested, each intervention will be researched and evaluated prior to purchasing
- ❑ Establish criteria to determine which students are in need of intervention
- ❑ Print differentiated instruction & intervention tips in weekly newsletter

# GLASS & WMS Partnership

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| <ul style="list-style-type: none"><li>❑ Literature &amp; Research provided by GLASS</li><li>❑ School-wide Problem Solving Training</li><li>❑ Article 7 Training by school psychologist</li><li>❑ Training of Tier 1 Interventions by school psychologist</li><li>❑ Data Collection / Interpretation Training</li></ul> | <ul style="list-style-type: none"><li>❑ Best Practice Literature</li><li>❑ Differentiation Training</li><li>❑ Teacher Peer Meetings</li><li>❑ Best Practice Backpack</li><li>❑ Team Meetings</li><li>❑ SSC Meetings</li><li>❑ School-wide &amp; District-wide Assessments &amp; Interventions</li></ul> |
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# Components we are doing or working towards . . .

## ❑ Leadership

- Providing & attending relevant Professional Development
- Creating & participating in school-wide leadership team (SSC)
- Encouraging key influential teachers to provide guidance
- Implementing RtI framework: school-wide participation

## ❑ Evidence-based core curriculum, instruction, & interventions/extensions

### ■ Academically

- ❑ Currently developing district-wide curriculum maps
- ❑ Implementing instructional best practices
- ❑ Providing tier 2 & 3 interventions

### ■ Behaviorally

- ❑ Focusing on common language “Do the Right Thing”
- ❑ Increasing academic engaged time
- ❑ Implementing The Behavior Education Program-Check In/Check Out

# Components we are doing or working towards . . .

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- ❑ **Assessment and progress monitoring system**
  - Identifying progress toward grade level standards
  - Interpreting Acuity Data
  - Analyzing ISTEP Data
  - Incorporating data gathered from other assessments: Fastt Math, Star Reading, Accelerated Reader
  - Collecting data on academic engaged time
- ❑ **Data-based decision making**
  - Grade level collaboration teams & student success committee will develop a plan to correctly gather data and interpret data

# Components we are doing or working towards . . .

## ❑ Cultural responsiveness

- Implementing suggestions from Poverty study-Ruby Payne
- Improving ELL instruction
- Implementing Character Education components

## ❑ Family, community & school partnerships

- Parents attend SSC meetings
- Provide monthly literature to families with helpful tips (homework, reading, math, note taking, organization)
- Develop on-going partnership with GLASS
- Continue partnership with Wabash Valley Hospital
  - ❑ School-based case management
- Increase communication, share & compare data with “feeder” elementary schools
- Increase collaboration, share & compare data with district middle schools

Why move in the direction of RTI?

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**Student Support System**

**I.D.E.A.**

**D.O.E.**

**Article 7**

**Best Practice!**

Something to take home . . .

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**RTI**

# Something to take home . . .

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Develop a committee

Work closely with Co-Op

Look within your school

Use surrounding resources

Develop a plan



**One bite at  
a time . . .**

# Contact Information:

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